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ABSTRACT

Since February 1974, the Freedom House Institute on Schools and Education has been attempting to chip away at the walls that divide people from their educational opportunities, by providing the information which they must have in order to deal effectively with the Boston Public School System and related educational resources. This brochure is an effort to provide parents, students, and the entire community with some reliable answers to the questions that are too often left unanswered, as well as some well research observations of the first four months of desegregation. This question and answer booklet gives factual information about the first four months of school desegregation in Boston and analyzes those months from the point of view of Boston's black community. Subjects covered in this booklet include: enrollment, attendance, and voluntary transfer; teachers, where the trouble was--and where is wasn't; suspensions, police; desegregation support efforts in the black community; the federal role; politics and desegregation; biracial councils; and looking ahead to Phase II. (Author/JM)

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BOSTON DESEGREGATION: THE FIRST TERM
1974-75 SCHOOL YEAR

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FREEDOM HOUSE
INSTITUTE ON SCHOOLS AND EDUCATION

14 Crawford Street

Roxbury, Mass.

440-9704

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February 22, 1975

To The Reader:

For the past 12 months the Freedom House Institute on Schools and Education has been attempting to chip away at the walls that divide people from their educational opportunities, by providing the information which they must have in order to deal effectively with the Boston Public School system and related educational resources.

Boston desegregation has been a major educational issue to parents of the Boston community, both Black and White, yet often the information they seek to further understand the situation is unavailable to the public.

It is our belief that all citizens of Boston should have access to the answers to many questions that are too often left unanswered.

This brochure is our effort to provide parents, students and the entire community with some reliable answers as well as some well researched observations of the first four months of desegregation.

If you have questions or problems related to desegregation or other educational issues, please feel free to contact the Institute at 440-9704.

Sincerely,

Ellen S. Jackson

Ellen S. Jackson, Director
Institute on Schools
and Education

FOREWORD

The Board of Directors and Executive Staff of Freedom House, Inc. join with the Staff of our Institute on Schools and Education in the hope that the material included in this Question and Answer booklet will prove useful.

Since one of the primary objectives of the Institute is to develop and distribute information relevant to the Boston Public School system which will result in greater public awareness of the issues and problems involved, we would welcome your comments, questions, and suggestions.

Otto and Muriel Snowden
Co-Directors

Cecile H. Gordon
President
Freedom House Board of Directors

INTRODUCTION

This question and answer booklet gives factual information about the first four months of school desegregation in Boston and analyzes those months from the point of view of Boston's Black community.

Subjects covered in this booklet include:

Enrollment, Attendance and Voluntary Transfer	page 1
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The staff of the Freedom House Institute hope that the information contained in this booklet, and especially its description of the problems, successes and community suggestions of the first four months, will be helpful to those wishing to aid in planning for desegregation for the next school term and the next school year.

ENROLLMENT, ATTENDANCE, AND VOLUNTARY TRANSFER

1. Q. What was the expected public school enrollment for this school year?

   A. 93,000.

2. Q. How many students have actually come to school?

   A. About 87,000 have come. About 5,000 have not come to school this year.

3. Q. What is the breakdown, by race, of those presently attending the Boston schools?

   A. According to the 1974 Civil Rights Census, taken on November 1, 1974, there are 32,635 Black students (37.0%), 45,624 White students (52.3%), and 7,019 (8.1%) other minority students enrolled in the Boston Public Schools.

4. Q. Where are those missing 5,000 children going to school?

   A. To date, the School Attendance Department has not been able to find all of these students, although some have enrolled in private schools. However, they do know that at least half (about 2,250) are not going to <u>any</u> school at all.

5. Q. Isn't it against the law to keep a child out of school?

   A. Yes, it is against the state law.

6. Q. Has anyone been charged so far with breaking the law?

   A. Not that we know of.

7. Q. Which grade level (elementary, intermediate or high school) has had the highest number of "missing students".

   A. The high school level. Roughly 3/4 of the students who have not shown up for school this year are high school students.

8. Q. Which school has the highest number of students staying out of school?

   A. The South Boston Complex.

9. Q. What was the average attendance rate during the first days of school?

   A. On September 13, 1974, the second day of school, total attendance for the city was 67.4%.

10. Q. What would be an average daily attendance figure for this

January, 1975?

A. About 75%.

11. Q. What was the average daily attendance figure for January 1974?

A. About 85%.

12. Q. Which grade level has had the highest average daily attendance this year?

A. The elementary grade level which averages 82%.

13. Q. Under Phase I, school transfers were allowed which increased desegregation. How many students transferred under this Controlled Transfer Program?

A. 250 as of December 9, 1974.

14. Q. Were any other transfers allowed?

A. Yes. About 200 hardship transfers.

15. Q. Is it still possible to transfer under Controlled Transfer in January, 1975.

A. Yes. A student attending a school in which his race in in the majority (over half) can transfer to a school where his race is in the minority(under half) if there is space in the school he wishes to attend.

16. Q. Where can I get more information about Controlled Transfer?

A. You can call the Student Transfer Office at the School Department (742-7400) or you can call Freedom House(440-9700).

TEACHERS

1. Q. Are there more Black teachers in the Boston Public Schools this year than there were last year?

A. Yes. Because of Judge Garrity's order that Blacks be hired on a one-to-one basis (one Black hired, then one white, then one Black and so forth), 185 new Black teachers have been hired this year.

2. Q. What is the total number of Black teachers this year as compared

to last year?

A. Last year 374, or about 7% of Boston's teachers were Black. This year, the addition of 185 teachers has brought the total up to 559 or about 10%.

3. Q. Are Black teachers equally divided among the 3 grade levels?

A. No. The middle schools have the highest percentage of Black teachers (13.4%) , the elementary schools have 10.3% Black teachers and the high schools have the lowest percentage (8.7%).

4. Q. How long will the School Department have to continue to hire Black teachers on a one-to-one basis.

A. Until Black teachers make up 20% of the total number of teachers in the Boston Public Schools. About 500 more Black teachers will have to be hired to reach this goal.

5. Q. How will the School Department recruit 500 additional Black teachers?

A. Judge Garrity has ordered that:

The School Department hire a full-time Coordinator for Minority Recruitment and 2 full-time assistants.

That recruitors visit colleges across the country with large numbers of Black teachers to explain job opportunities in Boston and to give interviews.

That recruitors shall have the power to hire applicants on the spot.

6. Q. What qualifications must a Black teacher have to be considered for a job?

A. He/she must qualify for Massachusetts teacher certification.

WHERE THE TROUBLE WAS ----- AND WHERE IT WASN'T

1. Q. How many schools were desegregated this year?

A. About 30.

2. Q. How many of these schools have had serious problems?

A. Two schools, South Boston High and Hyde Park High have had large scale fighting in the schools. The Irving Middle School in Roslindale and Roslindale High have also had serious problems. English High had a series of false fire alarms early in the school year, but things are quiet there now.

3. Q. What do these schools have in common?

A. They are all in white neighborhoods, and except for English High, in areas where "anti-bussing" groups are the strongest.

4. Q. What schools have actually had to close down because of trouble?

A. South Boston High and Annexes, Roxbury High and Hyde Park High.

5. Q. Has there been trouble at Roxbury High School?

A. No. In fact, this has been a very good year for Roxbury High. Roxbury High was closed down because there was trouble in South Boston! Roxbury High is part of the South Boston complex.

6. Q. Is Roxbury High going to be closed down everytime there is trouble in South Boston?

A. Faculty and students at Roxbury High, and members of the Black community felt that it was unfair to close Roxbury High because of trouble somewhere else, and they have been working together to make sure that Roxbury High is not closed again.

7. Q. Is there a possibility that South Boston High could be closed down for good?

A. Yes, it is possible. If there are continued disruptions, certain alternate locations, which could replace South Boston High, are already under consideration.

8. Q. Will Judge Garrity leave South Boston High out of next year's desegregation plan since there has been so much trouble there this year?

A. No. The Judge has said in court that as long as South Boston remains open there will be Black students going to school there.

9. Q. Which schools have desegregated peacefully?

A. In general, all schools except for those mentioned in Question 2 above.

10. Q. How about schools in the Black community?

A. Schools which were all Black last year have desegregated peacefully.

11. Q. Are white students coming into the Black community or has the boycott kept them out?

A. Although the boycott has reduced the number of whites coming into the Black community, particularly at Roxbury High, about 40 whites attend there regularly.

There are also other white students coming into the Black community. These are some sample enrollments:

	Black	White
Burke High, Roxbury	650	322
Holmes, Dorchester	329	194
King, Roxbury	496	347
Roosevelt, Roxbury	244	240
Thompson, Mattapan	457	317
Lewenberg, Mattapan	501	387

It should be noted that there are over 1,000 white students at Boston Technical High School in Roxbury.

12. Q. Have white students coming into the Black community been safe?

A. We do not know of any white students who have been harmed in Roxbury schools this year.

13. Q. Do schools which have desegregated most successfully have anything in common?

A. Usually they have a strong and united faculty and a strong principal, who together planned and prepared for desegregation. The King School in Roxbury and the Lewenberg in Mattapan are examples.

14. Q. Have the media (newspapers, radio and T.V.) done a good job in reporting the desegregation story?

A. Generally speaking, the Boston media have reported both the good and the bad of the desegregation story in a balanced way. However, the national media have reported only the violence of desegregation.

SUSPENSIONS

1. Q. How many suspensions have there been since school opened?

A. Up through November 1, 1974, there were 1672 suspensions.

2. Q. For how long were students suspended?

A. Most students were suspended for 3 to 5 days. But 100 students were suspended up to 4 times and 9 others were suspended for 20 days.

3. Q. What were students suspended for?

A. The School Department listed 37 different reasons for those 1672 suspensions. They include carrying a pipe, being drunk, throwing spitballs, cutting lunch period and forgery. The ten most common reasons given were, in order of frequency: fighting, cutting classes, disruptive school behavior, insolence, misbehavior, swearing and using foul language, being late, threatening or assaulting a student, threatening or assaulting a teacher and smoking.

4. Q. Are those suspended mostly boys or girls?

A. About 3/4 of those suspended are boys.

5. Q. Were equal numbers of white and Black students suspended?

A. No. Almost twice as many Black students as white students were suspended through November 1, 1974. 1022 Blacks versus 550 whites. And Blacks make up less than half of students attending school.

6. Q. Were Blacks suspended for some reasons more than others?

A. Much higher numbers of Black than white students were suspended for vague reasons such as "misbehavior" while equal numbers of Blacks and whites were suspended for more clear-cut reasons such as cutting classes or smoking.

7. Q. Does the fact that a much higher percentage of Blacks than whites suspended mean that Blacks are being discriminated against?

A. The statistics certainly raise that question.

8. Q. Which schools have the highest number of suspended students?

A. The high schools have had the highest number (about 900). Of the high schools, South Boston High and South Boston Annexes (155), English High (140) and Hyde Park (104) have had the highest number of suspensions.

9. Q. Which school has had the lowest number of suspensions?

A. Roxbury High which had only 2 suspensions.

10. Q. Which middle school has had the highest number of suspensions?

A. The Irving Middle School in Roslindale has had almost as many suspensions as South Boston High.

11. Q. Which middle school had the smallest number of suspensions?

A. The Gavin Middle School which is a fully desegregated school in South Boston (268 Black / 280 White) reported no suspensions.

12. Q. Are these schools with the highest number of suspensions generally those which have had the hardest time desegregating?

A. Generally, yes.

13. Q. How long can a student be suspended for?

A. A student under 16 can only be suspended for three days. A student over 16 can be suspended for five days. However, in cases involving violence, a student may be suspended for 20 days if the Area Superintendent approves.

14. Q. What rights do a suspended student and his parents have?

A. 1. Before the student is suspended, he must have a chance to tell his side of the story to the principal.

2. Once a student is suspended, the school must send a letter to his parents, telling them what rule their child has broken and what his punishment is.

3. A student has a right to a hearing. This right is particularly important when a student is suspended for more than three to five days. The way to request a hearing is to write a letter to your Area Superintendent.

15. Q. What should a parent do if his child is suspended?

A. The parent should call the principal immediately to make an appointment to discuss the suspension. Often students are allowed to return to school after the principal has been able to talk to the parent.

16. Q. Are the suspension rules written down anywhere?

A. They are in the Boston School Code of Discipline. You should ask for a copy at your school.

17. Q. Where can a suspended student and/or his parents go for help?

A. The Massachusetts Advocacy Center (contact Joyce Miller at 357-8431) not only helps suspended students but also those who have been expelled or arrested. They have lawyers available. You can also contact the Mayors Office of Human Rights for help. (722-4458)

POLICE

1. Q. During the past 4 months, which schools have had to use police inside to keep order?

   A. Three schools - the Washington Irving School in Roslindale, Hyde Park High School and South Boston High School.

2. Q. Are there still police in these schools?

   A. Yes. As of January 24, there were about 25 police inside the Irving, about 100 at Hyde Park High and at South Boston High 120 inside the school and another 275 outside.

3. Q. Are these all Boston Police?

   A. Yes, except at South Boston High where there are 50 MDC police and 300 State police.

4. Q. What special problems did Boston Police stationed in South Boston have?

   A. A major problem for them was the fact that many of them live in South Boston and share the opposition of their families and neighbors to desegregation.

5. Q. What is the effect of having policemen inside a school?

   A. Almost everyone agrees that police create a poor atmosphere for learning in a school and often increase tensions just by their presence.

6. Q. Is there any way to make a troubled school safe without using police?

   A. Two community agencies working at Hyde Park have suggested that police in Hyde Park be replaced by a specially trained, non-uniformed, citizen security team. Such teams, in place in some of the Denver schools have helped to create a learning atmosphere and to decrease tensions.

DESEGREGATION SUPPORT EFFORTS IN THE BLACK COMMUNITY

1. Q. What efforts have been made in the Black community in the past four months toward the peaceful desegregation of Boston's schools?

   A. Many agencies and individuals in the Black community have helped kids, parents and teachers involved in school desegregation. Some of the things they have provided include: information, transportation, counseling, security services, child care, legal services, meeting space and assistance to parent and student groups.

   One key group of agencies joined together to form a Community Information Center at Freedom House. These agencies included Freedom House, Boston University Consultation and Education Program, Roxbury Multi-Service Center, Lena Park Community Development Corporation, Model Cities and the YMCA. They worked with many other organizations, including the Education Task Force, Elma Lewis School of Fine Arts, the Mass. Council of Churches, Boston Ministerial Alliance, Archdiocese, Family Service Association of Greater Boston, Mass Advocacy Center, the YWCA and the City-Wide Education Coalition.

2. Q. What services did the Community Information Center provide?

   A. 1. Information and Rumor-Control.
   2. Emergency Assistance (transportation, child care, legal services, help in dealing with the School Department).
   3. Community protection.

3. Q. What kind of things did the people who called Freedom House want to know?

   A. Here is a sample of questions that telephone volunteers recorded:

   "What school is my child assigned to?"
   "Is there a bus for him or does he have to walk to school?"
   "Where does he catch the bus?"
   "Is it true that the Klu Klux Klan in coming to Boston?"
   "Were buses stoned in Mattapan Square today?"
   "Is there going to be a meeting tonight to talk about the Hyde Park situation?"
   "Is there anything that I can do to help?"

4. Q. What kinds of request for emergency assistance did the Center get?

   A. Enrollment - Parents wanted help in getting their children

enrolled in the right schools and in the right classes. Some wanted help in locating school records. Others wanted help in applying for Controlled Transfer.

Transportation and Traffic Safety - There were many requests that the Center "do something" about transportation problems. Busses were late, or crowded. Some had no bus monitors. Parents complained that their children had to walk too far to school and should be given bus transportation. Many complained that there were no crossing guards to help their children across the street.

Protection - Parents whose children rode busses to school were afraid that busses would be stoned and wanted police protection.

Several parents of walking children complained that they were being threatened by teenage gangs on the street and asked for police protection or special transportation.

Parents who had to visit schools in hostile white neighborhoods also requested special transportation and protection.

Some Blacks living in white neighborhoods (in particular South Boston) requested police protection and help in finding a new home.

Suspensions and Arrests - Parents of suspended or arrested students asked for advice and legal help.

5. Q. Do parents have the same concerns now that they did during the first few months of school?

A. In January, Freedom House Institute staff recontacted people who had called us with problems in September and October, to see if their problems had been taken care of. Here is what they found:

Enrollment - These problems have largely been solved although there are some parents who would still like to transfer their children under Controlled Transfer.

Transportation and Traffic Safety - Busses now have monitors and most of them are on time. Some children who had no transportation when school started (Franklin Field kids, for example) now have a bus.

However, a main complaint in January is that there are still not enough crossing guards. Another complaint is that some bus monitors need training.

Protection - Now that stoning of busses has stopped and things

are generally peaceful, there is less concern about protection for kids from violence. However, requests still come in from parents for special transportation into South Boston.

Suspensions - There were 800 students suspended in December, so requests for help are still very common.

6. Q. What additional kinds of requests are there in January that the Center did not get during the first month of school?

   A. There are many requests for tutors.

7. Q. Are there tutors available?

   A. Yes. Several community agencies in Roxbury are now working to set up tutoring services. If you need a tutor you should contact Freedom House at 440-9704.

8. Q. What was the "Community Protection System"?

   A. In September, the agencies who formed the Community Information Center committed themselves to making sure that all children going to school in the Black community would be safe.

   To that end, the directors of the Roxbury Multi-Service Center and Lena Park Community Development Corporation recruited and trained 125 volunteer community monitors, whose job it was to check out possible trouble spots and to try and prevent trouble from getting started. They were placed throughout Roxbury, Mattapan and Dorchester, and also around schools in Roslindale and Hyde Park. These monitors also checked out rumors which were reported into the Center at Freedom House.

9. Q. Did any other neighborhood in the city have such a coordinated system?

   A. No.

10. Q. Was it effective in preventing trouble?

   A. On October 8, 1974, violence broke out in Roxbury in reaction to a mob beating of a Black man in South Boston the day before. Up until that time, in spite of the fact that busses carrying Black children had been stoned since the first day of school, there had been no retaliatory violence in Roxbury. We think that the community protection people were largely responsible for keeping peace in the Black community for the first month of school.

11. Q. Is the community protection system still in operation?

A. Only partially. Volunteer monitors are no longer in place. However, the security team is still active. Most recently, they have been working in Hyde Park. On December 11, 1974, when an angry crowd gathered outside of South Boston High, team members rode a decoy bus so that Black students could escape the school without harm.

12. Q. Is information and assistance still available at Freedom House?

A. Yes. Freedom House staff can help you or refer you to someone in the Coordinated Social Service Group who can. The Freedom House telephone number is 440-9704.

13. Q. What is the Coordinated Social Service Group?

A. It is a group of 21 agencies who meet weekly at Freedom House to deal with desegregation problems and to make sure that people involved in desegregation get the services they need.

14. Q. What kinds of things does this group do?

A. One of the most important projects they have been involved in is "Project Interaction". During the week of November 14, 1974, 36 students from southern cities which had already been desegregated, were brought to Boston to meet with Boston students about desegregation problems here.

The Project was coordinated by the Mass. Advocacy Center, a member of the group, with the assistance of the entire group and other organizations in the city as well.

15. Q. How can I get more information on this group?

A. You can get a list of these agencies and their newsletter from Freedom House, 14 Crawford Street Roxbury, MA. 02121.

THE FEDERAL ROLE

1. Q. Has the federal government been active in helping Boston to desegregate its schools?

A. In general, the federal government has taken a "hands-off" position in regard to Boston.

2. Q. What has been President Ford's reaction?

A. The President ignored events in Boston until October 9, 1974, when violence in the city caused the Mayor to request federal marshalls and Black community representatives to request federal troops for Boston

At that time, the President said he was opposed to "forced bussing" and that he disagreed with Judge Garrity. However, he did say people should obey the law. He refused to send federal troops or marshalls.

3. Q. How did Boston respond to these remarks?

A. "Anti-bussing" leaders were pleased and encouraged by his words. Members of Boston's Black community said that it was irresponsible of the President to encourage further opposition to desegregation, particularly during a time of high racial tension.

4. Q. What actions has the U.S. Department of Justice taken?

A. Two days after Ford's statement on "forced bussing" the Justice Department sent five civil rights lawyers to Boston and ordered the FBI to see whether federal laws had been broken during school related trouble.

5. Q. What federal laws are involved in school desegregation?

A. It is a federal crime to interfere with certain "federally protected activities". One of these activities is attending public school. A person who throws rocks at a school bus or attacks someone to keep him from going to school is not just breaking a local law but a federal law as well.

It is also against federal law to "obstruct a court order". Boston is under a court order to desegregated its schools.

6. Q. Has anyone been charged so far with either of these crimes?

A. Yes. 11 people have been charged. They include two men who are charged with beating a Black man in South Boston and three youths who were found with molotov cocktails in their car. Several others were charged with stoning buses.

7. Q. Has anyone who has told people to boycott the schools been charged with "obstructing the court order"?

A. No. Those charged have all been involved in some kind of violent activity.

8. Q. Could they be charged?

A. Yes, they could be. In Denver,where schools were recently

desegregated, the Judge made it clear that he would charge anti-bussing leaders with obstructing the court order if they continued to march and encourage boycotts.

9. Q. have any other federal agencies been involved in Boston desegregation?

   A. Yes. The Community Relations Service of the Justice Department. It is the job of the Community Relations staff to monitor (keep track of) how things are going in the schools and to report back to the Judge. They have also been helping schools form bi-racial councils which were ordered by Judge Garrity

10. Q. Are they doing this job alone?

    A. Up until January 1, 1975, only Community Relations Service staff were monitoring schools. However, in January they began to train volunteer monitors for the high schools and some of the middle schools in Boston. Each school has or soon will have two monitors, one Black and one white.

11. Q. What do the monitors do in the schools?

    A. Their job is to watch for signs of racial problems in a school and to report back to the Community Relations Service. They are not supposed to get involved in school problems or to make suggestions. They are only observers.

POLITICS AND DESEGREGATION

1. Q. What is the connection between politicians and peaceful desegregation?

   A. People who have studied desegregation in cities across the country agree that if a city is to desegregated peacefully it must have the kind of positive climate in which peaceful desegregation can take place. It is the political leaders, along with business, religious and community leaders and the media, who can do the most towards creating this kind of positive climate.

2. Q. Has Boston had this positive kind of political leadership?

   A. No. In fact, the U.S. Civil Rights Commission cited lack of leadership as a main reason for the trouble in Boston during desegregation. They said that parts of City Hall, and some

members of the City Council, and the Boston School Committee, as well as some State Senators and Representatives have all had a negative influence on the school situation.

3. Q. Is the City guilty of a "lack of leadership"

   A. While City Hall has worked hard to make sure that children can go to school in safety and has urged people to obey the law, it has not provided strong leadership in the area of school desegregation.

4. Q. What about the other people cited by the Civil Rights Commission?

   A. These people, some for as long as ten years have done everything they could to keep Boston from desegregating its schools. They have participated in marches and anti-bussing rallies and helped to organize anti-bussing groups.

5. Q. How about the Boston School Committee, in particular?

   A. The Boston School Committee this year refused to let visiting southern students into the Boston schools to discuss desegregation problems with Boston students. And on December 16, 1974, they openly defied the court by refusing to submit a desegregation plan for next year.

6. Q. Have they actually advocated violence?

   A. No, they have not publicly advocated violence. However, the effect of their organized efforts to resist the desegregation order has heightened racial hatred which has led to violence.

7. Q. Have any other political, business or civic leaders come forward to fill this gap?

   A. No. They have all been silent on the desegregation issue.

8. Q. What can be done to fill this leadership gap in Boston?

   A. In Denver, a city which desegregated peacefully, leadership was provided by a "Community Education Council" appointed by the Judge. This council was composed of 45 people, including business, university, religious, civic and community leaders as well as Denver parents.

9. Q. What did the council do?

   A. The council's job was to educate the people about desegregation, to gather support for desegregation and to monitor schools.

10. Q. Could this type of council be set up in Boston?

    A. Yes. In fact, there is now a proposal before Judge Garrity to set up a similar council in Boston.

BI-RACIAL COUNCILS

1. Q. Why have schools in Boston been forming bi-racial councils?

   A. On October 4, 1974, Judge Garrity ordered that each school in Boston with 10 or more white students and 10 or more Black student form a bi-racial parent council. These councils are called "Racial Ethnic Parent Councils" (REPC).

   He ordered that each high school and middle school with 10 or more white pupils and 10 or more Black pupils form a bi-racial student council. These councils are called "Racial Ethnic Student Councils" (RESC).

   In addition, he ordered that a city-wide parent council be formed.

2. Q. What is the composition of these councils?

   A. On the elementary level, parent councils have 3 Black and 3 white members.

   On the middle school level, both parent and student councils have 4 Black and 4 white members.

   On the high school level, both parent and student councils have 5 Black and 5 white members.

   Each council has one Black co-chairperson and one white co-chairperson. In addition, certain councils have equal numbers of Spanish-surnamed and Chinese members.

3. Q. How were members of the councils chosen?

   A. Black parents and student members were elected by Black parents and students, and white parent and student members were elected by white parents and students.

4. Q. What are these councils supposed to do?

   A. The councils are supposed to handle racial problems in the school and help to lessen racial tensions.

5. Q. Have all the councils actually been formed?

   A. About 80% of the councils are formed. About 20% have been partially formed, but are still missing some members.

6. Q. Is there a bi-racial parent council for South Boston High School?

   A. There is no official council. However, a group of about 30 white and 30 Black parents have been meeting to work on racial problems there.

   White parents and Home and School Association representatives in South Boston who do not want a bi-racial council in South Boston made it hard for this group to work. Some white members of the group have even been threatened with physical harm.

7. Q. In general, how are the councils working?

   A. Most of the councils in the city have only recently been formed and are just starting to get down to work. Many have found that they need more help and training in order to do a good job.

   There are some councils, however, which have already been working actively on racial problems in schools.

   One example is the Burke Parent Council, which has been in the school almost every day talking to students and making sure that things are going smoothly.

LOOKING AHEAD TO PHASE II

1. Q. What is Phase II?

   A. Phase II is next year's desegregation plan.

2. Q. When will a phase II plan be ready?

   A. In March, 1975.

3. Q. Will the Phase II plan be based on this year's Phase I plan?

   A. No, it will be a totally new plan.

4. Q. How will Phase II be different from Phase I?

   A. We will not know the full answer to that question until March. However, on the basis of Judge Garrity's October 31 order "Establishing General Contents of Student Desegregation Plan" we do know that several areas of desegregation which were not

included in Phase I will be included in Phase II.

5. Q. What will be included?

   A. Under Phase II the exam schools (Boys Latin, Girls Latin and Boston Technical) will be desegregated. This year Boys Latin is 4% Black, Girls Latin is 9% Black and Technical High is 26 % Black.

   Under Phase II vocational schools and all vocational programs will be desegregated. These include the Cooperative Industrial Programs which are now largely white.

   Phase II will include a plan for increasing the numbers of Black principals, headmasters, counselors and other administrators in the schools.

6. Q. Will the numbers of Black teachers be increased as well?

   A. Yes, for Phase II, as for Phase I, Black teachers will be hired on a one-to-one basis (first one Black teacher is hired then a white teacher and so forth), until 20% of all of Boston's teachers are Black.

7. Q. Will Phase II include areas of the city not included in Phase I?

   A. Here is what the Judge's order says about that: "taking into account the safety of students and the practicalities of the situation, the student desegregation plan shall provide for the greatest possible degree of actual desegregation of <u>all grades in all schools in all parts of the city</u>.

   If all areas of the city are included, this would mean that West Roxbury, Charlestown and East Boston would be desegregated next year as well as parts of Roxbury left untouched under Phase I.

8. Q. Will the Judge accept a plan which busses a larger number of Black children than white children and which closes a lot more Black schools than white schools?

   A. In his order, the Judge told planners to "avoid burdening more Black and minority students than white students by transportation, school closings and other measures."

9. Q. Do schools have to be "balanced" under Phase II?

   A. Last year people talked a lot about balanced and imbalanced schools because the Phase I plan was drawn up on the basis of the State's Racial Imbalance Law. The law said that schools which were over 50% non-white were "imbalanced" and that

school districts which had imbalanced schools had to balance them (change them to less than 50% non-white).

Phase II, however, has nothing to do with the State Racial Imbalance Law and its definitions of "balanced" and "imbalanced"

10. Q. Then what formula will Judge Garrity use in planning how to mix the different races together?

A. The Judge has said that planners shall use "as a starting point" the goal that the racial composition of every school should generally reflect the ratios of white and Black students enrolled at the grade level of school; elementary, middle and secondary, throughout the system.

11. Q. What does that mean?

A. Here is an example:

At the high school grade level in Boston this year, 60% of the students are white, 33% are Black and 7% are other minority. Therefore, planners using this formula should, as nearly as possible, try to plan each high school in the city so that is has about 60% white students and 33% Black students.

12. Q. Does this mean that all the high schools or all of the middle schools have to have exactly the same percentages?

A. The Judge said that this formula is only "a starting point" and is not meant to be a rigid formula".

13. Q. How many plans have been given to the court?

A. Four plans coming from the School Department, the NAACP, the Boston Home and School Association and the Boston School Committee.

14. Q. Where can I get more information on these plans?

A. You can call Freedom House at 440-9704.

15. Q. Can community groups make suggestions to the court about these plans?

A. Yes, until February 6, 1975. After that, if you wish to make suggestions you should contact the NAACP or Freedom House.

16. Q. Have members of the Black community made any suggestions about next year's plan to the court?

A. Yes. On February 3, 1975, a group of Black community repre-

sentatives and individual citizens working with the Freedom House Institute submitted a response to the Boston School Department's desegregation plan. As part of this response, the group made the following suggestions to the court regarding Phase II:

1. Tracking - The court should monitor the schools to make sure that children in desegregated schools are not being re-segregated (re-separated) according to race once they are inside the schools. The way that school departments can segregate kids usually is by tracking (placing certain kids in special classes, like advanced classes, or special education classes).

2. School jobs - The court must take steps to see that Black citizens have equal opportunity to all jobs in the schools.

   Phase I already includes plans to increase the numbers of Black teachers and administrators, but the court should add plans to increase the numbers of Black secretaries, custodians and cafeteria workers in the schools.

3. Suspensions - The court should see that the schools have clear, fair rules on suspensions and expulsions and that these rules are enforced equally and with attention to a student's rights.

4. Bi-racial councils - This year the court ordered that bi-racial councils be set up in each school and that parents form a city-wide council as well. It is suggested that these councils be continued and improved next year.

5. Rules for Police - The court should require written rules regarding the behavior of policemen in the school and on school grounds. PROBLEMS THAT STUDENTS AND TEACHERS HAVE HAD WITH POLICE show a clear need for such rules.

6. The court should make sure that all after-school activities (sports, cheerleading, drama clubs, chess clubs, etc.) are open equally to all students.

7. The court should require the School Department to place community relations people in the schools. These people would be responsible for keeping contact between the school and the community and making sure that parent and community concerns about the school are taken care of.

8. The Judge should order that all school rules and policies be studied so that those which might cause problems in a desegregated setting could be changed.

9. It is also suggested that all teachers and other school employees be re-trained so that they can work well in a desegregated setting.

17. Q. Did the group make any suggestions dealing directly with the quality of education?

A. Yes. The group suggested that parents, teachers and community people come together to describe what basic skills they expect a child to master in each grade. Then the School Department would design ways to measure a child's mastery of each skill.

Every year the School Department would test children on these skills (reading, writing, math, etc) and make a report to the community on how well children were learning, school by school.

On the basis of this information, the community could then judge which schools were doing a good job and could move to make changes in the schools which were not doing a good job.

The purpose of these suggestions is to make sure that desegregation does lead to quality education.

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